

# ARMY INFORMATION DIGEST

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Official U. S. Army Signal Corps Photo

**GENERAL OF THE ARMY DWIGHT D. EISENHOWER**

# TO SERVE THE PEOPLE

By

GENERAL OF THE ARMY DWIGHT D. EISENHOWER

*Chief of Staff*

NO investment by the American Government has returned such tremendous dividends as the amount of money spent on the Army school system during the years between the two world wars; and I assume that the same is true of the Navy. I intend to do everything in my power to support our Army school system, to expand it and to elevate it ever and ever to higher levels.

By providing common doctrine and understanding throughout the Army, the school system paid off abundantly in the test of war. We were able to use our troops with a flexibility that was almost impossible in any other Army. Fortunately, our teaching was not based upon some leader's personal ideas. An accepted doctrine pervading our Army made possible, even in the heat of battle, the sudden transfer of a corps from one Army to another, from one Army group to another, without the slightest break in the continuity of supply.

Even so, I am convinced that we approached Army schooling between the wars in too narrow a fashion. We were too much concerned with what each of us had to do to fit himself for a particular assignment. We were not sufficiently concerned with the broader problem of the Army's role in the civilization that we call America, and of the responsibilities that we of the military profession bear toward the people who pay us our wages. These subjects should be included in the curriculum of every Army school. They are brought into sharp focus at the Army Information School. I am so convinced of the importance of the information and education program and of public relations, that, if it can possibly be arranged, eventually even Army graduates of the National

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*Extracted from an address to the graduating class, Army Information School.*

War College will attend this school. For, unless we approach these subjects objectively and in an organized fashion, under leadership of a staff devoted to the study of every aspect of these subjects, we are not going to get a common doctrine.

We of the Army have lagged in our awareness of public relations. This attitude perhaps dates from the era of the Indian Wars, when the Army was stationed in isolated outposts, and the military were a class unto themselves. I can still recall when I first heard the term "public relations officer." So far as I could see, the job generally consisted of scaring up a couple of photographers and perhaps inviting an editor to the post, in the hope that he would write a nice story.

Public relations requires first of all an understanding of our own jobs. It means informing and educating ourselves in the objectives of those jobs. As servants of the American people, we may then clearly explain to them exactly why they are keeping us. Too many people not only don't understand the problem of National Security; they don't even think about it, dismissing it with the view that "We hire a bunch of soldiers. That's their specialty. Let them do it."

Such a narrow viewpoint may well be fatal in a world where war has become global in character. Just as everybody is involved in total war, so everybody's contribution is necessary to winning the war. The miner underground, the farmer in the field, the worker in the factory—all are as essential, if war comes, as the military.

The American people constantly must be made aware of their share in the National Security. The ever-changing character of war, the responsibilities of the Army in maintaining the peace, the huge responsibility that confronts the military establishment in case that peace is lost—all these must be presented to the public. It is a job as wide as democracy, because it is democracy that we are trying to defend.

There are no limits to the task of educating ourselves to this responsibility. Every man who wears the uniform must realize why he is in the Army; that it is not merely to get his monthly pay, but rather to serve the people of whom he is a part. The soldier's duty is not just to perform his job. He has got to hold always in mind, "Why am I doing this?" and "Why does the United States need me?" Any other type of soldier is a detriment to the Army.

Our responsibility is not limited to performance of duties



given us by our superiors in the military hierarchy, or even given to us collectively by the President, our Commander in Chief. The law states that the Chief of Staff is the military adviser to the President and to the Secretary of War. In a certain sense, each member of the military establishment shares that responsibility with me. It is impossible for any few men, no matter what their qualifications, to circulate the information that is needed to enable our people to understand what they are up against in assuring the National Security. The powers of press, radio, and moving pictures, and of all the media that men use to communicate ideas from one central point to vast audiences, are well known. But I venture to suggest that the best way to advance Army public relations is by the way we ourselves live. Personal example is the kind of public relations we need.

If you are an instructor in a college, serving on a staff, or commanding your company, your platoon, or your squad in the field, and are doing your work seriously, that, to my mind, is public relations. When I speak of taking your job seriously, I should also warn you: Don't take *yourselves* too seriously. A balanced sense of humor that permits us to grin once in a while is better than a sorrowful visage every time we think of our Nation's possible problems.

Our staff in Washington is concerned with such matters as legislation, and getting the Congress to understand the problems involved in carrying on essential activities and in training our youth—as insurance if we have to fight a war. In the long run, none of these problems can be solved in Washington. The best that can be done is to give advice to relatively few individuals, all of whom derive their power from the people you meet and talk with every day.

Army schools have an influence far beyond the immediate understanding of those who are undergoing instruction. For at these schools is inculcated the doctrine that we of the military profession do not own the Army; rather, the people own the Army, and we are a part of the people. We are here to serve a Nation that represents the greatest human achievement in history. As long as we try to serve the Nation in this spirit, there will be no question of the effectiveness and efficiency of our public relations,

# ARMY CAREER PLANNING

By

COLONEL A. T. McANSH

A CAREER plan for warrant officers and enlisted men has recently been announced by the War Department. This plan is designed to broaden the horizon of the enlisted man and enhance his career. It should also build a qualified non-commissioned and warrant officer corps which, in time of emergency, will provide a trained cadre for mobilization and will augment the Regular Army officer corps. This new, long-range career plan will be implemented in progressive steps. It may be revised in minor details, based on comments from the field; but, as published in WD Circular 118, 9 May 1947, it sets forth the new War Department policy. It is expected that the plan, in general, will be in operation by March 1948.

Any sound career plan is based on three general principles, which apply whether the organization is the Army, General Motors Corporation or a Federal Government department:

1. A determination of the jobs necessary for accomplishment of the mission, together with pay, grade, and standard of performance for each job.
2. A training system which will fill all jobs with qualified personnel.
3. A system of personnel procedures for getting the right man to the right place at the right time.

Since early 1946, the War Department has been engaged in a job analysis program that encompasses all occupational activities in the Army. This analysis is nearing completion. When completed, it will enable the War Department to: (1) Determine what jobs are needed in the Army in order to accomplish the mission; (2) Provide for the grouping of jobs into definite job fields, in terms of like occupational require-

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ments (skills, techniques, abilities, and experiences); (3) Designate one agency to have primary interest in each job field; (4) Arrange progression ladders in each job field, showing the possibilities for development of individual skills, for promotion of the soldier to the highest position in each ladder, and for his lateral transfer to related job ladders.

In each job field, one agency may be charged with the preparation of training doctrine, training literature, training tests and with the maintenance of eligibility lists for promotion. By affixing a uniform pay scale to each type of job, equal pay for equal skills will be established, regardless of what type unit or branch the soldier is in.

The pay and grade structure throughout parallels the job structure. The enlisted pay structure will continue to be of seven grades; but with titles as follows: Master Sergeant; Senior Sergeant; Sergeant, First Class; Sergeant; Corporal; Private, First Class; and Private. Technician ratings and technician chevrons will be abolished. A man will be designated by his grade, title, branch and job field. In addition, noncommissioned officers in command positions in the combatant arms will wear distinctive insignia consisting of a forest green strip of cloth around each shoulder loop (or fastened to the shoulder where no shoulder loop is provided).

Warrant officers will be appointed in four grades, as follows: Chief Warrant Officer, with pay and allowances of an officer of the fourth pay period; Senior Warrant Officer, with pay and allowances of the third pay period; Warrant Officer, First Class, with pay and allowances of the second pay period; and Warrant Officer, with pay and allowances of the first pay period. Suitable warrant officer jobs will be established, which will permit advancement through all enlisted job fields into warrant officer grades, thus lifting the ceilings for enlisted personnel and permitting them to advance to grades receiving the pay of officers in the fourth pay period (major).

Along with the Army's job and grade structures will go a standard of performance for each job. The soldier will meet the first such standard in progressing from the seventh to the sixth grade. In order to determine how well he has mastered his basic training, he will be required to pass a General Military Subjects test. From grade five upward, and extending through the warrant officer grades, an MOS or job proficiency test will be a prerequisite for moving into the next higher

grade. The awarding of an MOS will mean that the soldier has demonstrated his knowledge of the job.

In addition to the tests mentioned above, there will be one for determining qualifications for commission in the Officers Reserve Corps. A noncommissioned officer entering the third grade will be offered the opportunity of taking a test for a commission in the Officers Reserve Corps, without having to attend Officer Candidate School. Those meeting the pre-

### WARRANT OFFICER GRADES

CWO	PAY OF MAJOR
SENIOR W/O	PAY OF CAPT
W/O FIRST CLASS	PAY OF 1st LT
W/O	PAY OF 2nd LT

### COMMISSIONED OFFICER

COMMISSIONED OFFICER (AUS & RA)

### NCO GRADES

COMMAND AND SUPERVISORY GRADES	MASTER - (1st) SERGEANT	PAY AND ALLOWANCES OF THE 1st ENLISTED PAY GRADE
	SENIOR SERGEANT	PAY AND ALLOWANCES OF 2nd ENLISTED PAY GRADE
	SERGEANT FIRST CLASS	PAY AND ALLOWANCES OF 3rd ENLISTED PAY GRADE
	SERGEANT	PAY OF ENLISTED GRADE 4
GENERAL DUTY AND SPECIALIST GRADES	CORPORAL	PAY OF ENLISTED GRADE 5
	PRIVATE FIRST CLASS	PAY OF ENLISTED GRADE 6
	PRIVATE	PAY OF ENLISTED GRADE 7

IF ELIGIBLE ENCOURAGED TO APPLY FOR OCS OR USMA  
IF GRADUATED FROM OCS  
GIVEN OPPORTUNITY FOR ACTIVE DUTY AS AUS. IF ELIGIBLE TO BE SELECTED FROM THIS GROUP, OFFERED COMMISSIONS IN RA

scribed standards and indicating their desires will be offered Reserve commissions. Qualified personnel with Reserve commissions will be given an opportunity to receive extended active-duty training, at which time they may compete for a commission in the Regular Army.

Closely allied with the job and grade structure is a training system that will enable qualified men to move upward from one job to another. This training may be considered, roughly, in four phases: basic training, service school, on-job training, and self-study.

Basic training is given in replacement training centers and covers those training subjects common to all arms and services. Passing the General Military Subjects test will denote the completion of this phase of training.

In the Army school system, curricula will be revised to conform to the job analysis program now nearing completion, and new courses will be added or deleted. Personnel in the replacement stream will be selected for schools on the basis of aptitude and other tests. In the zone of interior, Army and Air Force commanders will maintain school priority lists for those who meet the criteria for MOS and grade. Based upon quotas allocated to commanders by the War Department, men will be detailed to appropriate schools in the priority of their competitive standing on a school eligibility list.

On-job training, or apprentice training, will differ from formal school training only in methods of instruction. The conditions under which this experience and knowledge are acquired will be standardized for each MOS. It will be possible, therefore, if the need arises, to require apprentice training in lieu of formal school training. In order to provide opportunity for all interested and eligible personnel to undertake on-job training, when it is required for advancement in MOS and grade, action is being taken to determine the MOSs to which such training is applicable. Following this determination, standardized training procedures will be developed.

In the self-study phase of training, the technical courses offered by the United States Armed Forces Institute (USAFI) can be profitably used in the preparation for MOS examinations. The job description of the MOS and the course description in USAFI catalogs should be used by unit classification officers and by Troop I&E officers to inform personnel of the advantages in this type of study.

The third element of the career program is a system of

## **NONCOMMISSIONED CHEVRONS**

Skill Specialty to Be Designated on Background



**MASTER  
SERGEANT**



**FIRST  
SERGEANT**



**SENIOR  
SERGEANT**



**SERGEANT  
FIRST CLASS**



**SERGEANT**



**CORPORAL**



**PRIVATE  
FIRST CLASS**

**NONE**

**PRIVATE**

personnel procedures. This involves testing, classifying, assigning and reassigning personnel, together with procedures for promotion and demotion.

In addition to the aptitude and achievement tests described above, a General Education Development test will be included as part of a battery of tests given at all replacement training centers. Satisfactory completion of this test denotes that the applicant possesses the equivalent of a high school education and will be accepted wherever the prerequisite for an Army school course is that of a high school education.

Another classification instrument being developed by the War Department is a rating scale for enlisted men. Field tests will determine whether this rating scale should be in the form of an efficiency report, a manner-of-performance rating, or a combination of both. This rating scale will be used in determining competitive standings on eligibility lists for pro-

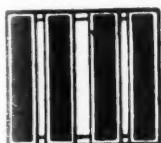


motion. Consideration will be given to maintaining the rating at the administrative level where action is taken.

Enlisted personnel will be promoted as follows: from grade seven through grade three, by unit commanders as at present; from grade three to grade two by the Commanding Generals of Army Air Forces, Army Ground Forces, oversea theaters, Armies in the zone of interior, designated Army Air Forces commands, and by Chiefs of Administrative and Technical Services (for Class II installations). From grade two to grade one, a service-wide competitive examination will be held periodically and the names of qualifying candidates will be placed on an eligibility list compiled and maintained by the War Department. It is contemplated that one agency at War Department level will maintain the eligibility list for each job field, and that vacancies will be filled from the top of the list annually or semi-annually.

In the case of warrant officers, the initial integration will be conducted along the same general lines as those for integration of Regular Army officers. Thereafter warrant officers will be chosen from an eligibility list compiled and maintained

## **WARRANT OFFICER INSIGNIA**



CHIEF



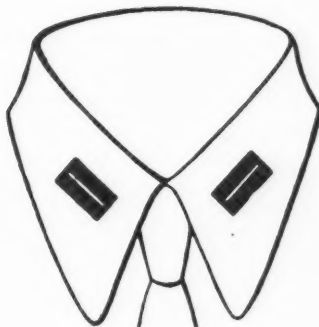
SENIOR



FIRST CLASS



W O





by the War Department. Promotion will be by selection, based on merit, as will be prescribed by Army Regulations.

Six months after the announcement that all enlisted and warrant officer promotions will be based upon MOS tests, all personnel in the first three grades will be prepared to take an MOS test to determine their proficiency in their respective grades and primary job fields. Those individuals with ten years of service who have had three years or more in present or higher grade, and those who have been awarded the Medal of Honor, will be exempt from provisions of this policy. Those who fail to pass the tests for retention of their present grades will be reduced to the next lower grade. After six months in the lower grade, they will be required to pass the tests for that grade.

Current reduction procedures will remain in effect. In addition, all enlisted and warrant officer personnel who fall below a prescribed minimum efficiency for a fixed period of time will automatically be called before a board to show cause for retention in current grade.

Assignment and transfer of warrant officers and first grade noncommissioned officers to and from foreign service will be made by the War Department. Others will be handled in accordance with existing War Department policies.

In order to get the widest possible comments on this plan, War Department Circular 118, 9 May 1947, stipulates that comments and recommendations should include the ideas of a cross-section of senior noncommissioned and warrant officers concerning the adequacy of the plan, as well as suggestions for improvement of the procedure. It is believed that this plan is sound and workable and will prove of mutual benefit to the individual and the service.

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## AID

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### TRIBUTE TO THE ARMY SCHOOL SYSTEM

Hard times had hit the Army long before 1929, and in the '20s and '30s the Army was too poor to hold maneuvers. Schools cost very little, so the Army, denied the training opportunities afforded by maneuvers, went the limit in sending soldiers to school. It never made a better investment. The graduates of those schools were the Army leaders in World War II, and the knowledge gained at the schools was unquestionably a vital factor in our success.

From a speech by the Honorable Robert P. Patterson  
Secretary of War

# EVALUATING OFFICER QUALIFICATIONS

By

MAJOR GORDON L. BARCLAY

**C**ONSIDERABLY revised versions of two basic officer record forms are being distributed to the field, climaxing two years of painstaking work and research by the War Department. Through their use, the Army will benefit by the most advanced methods of personnel evaluation and control known anywhere in the military world. The system already has evoked considerable interest in industrial personnel circles.

The forms are the new Efficiency Report (WD AGO Form 67-1) and the new Officer's Qualification Record (WD AGO Form 66). These forms and the recording techniques which they require are important in the career management program now being prepared by the War Department. Tested and revised many times by The Adjutant General and the Director of Personnel and Administration, War Department General Staff, they offer improvements over the old system, for both administrative agencies and individual officers. It is agreed, however, that they are not the final solution, and continuing efforts will be made to improve them.

The new Efficiency Report provides, for the first time, a means of obtaining a reliable evaluation of every officer. It borrows heavily from the technique of the Officer Evaluation Report used in the Regular Army integration program, in which the rating officer chooses phrases that are "most descriptive" and "least descriptive" of the officer being rated. This technique provides information that is objective, valid, and free from prejudice, based as it is on the psychological principle that most people can do a better job of reporting

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facts than of passing judgment on their fellow men. The new method requires rating officers to report facts about their subordinates, without rendering judgments in the form of numerical scores. The actual scoring is done by electrical machines in the War Department.

Field tests made with controlled groups of thousands of officers prove that the new form produces ratings which are less biased because of the officer's rank and give a more useful evaluation of his performance of duty. The results obtained by tests of the new form also show a more realistic distribution of ratings. Fewer men were rated as best, and more as average. A shortcoming of the old form is indicated by the fact that, as of 30 June 1945, over 95 per cent of all officers were in the upper two of the five possible ratings.

The new form accomplishes what is essential in any efficient rating system: It limits to a relatively small per cent the officers who are rated superior and increases the small per cent at the bottom of the scale who are rated inferior. Between those extremes, it provides a more typical spread of ratings, recognizing without prejudice that, within his professional group, the average officer is truly average.

An Efficiency Report will be rendered locally on every officer every six months, or oftener if the officer (or his rating officer) changes station. Efficiency Reports will be forwarded to The Adjutant General, War Department, and no copies will be retained locally.

The new Officer's Qualification Record introduces many improvements over the old. It consolidates into one standard form the five qualification forms and questionnaires now in use. The most important change effected by the new form is procedural. In the future, at least two Forms 66 (Qualification Record) will be filed for each officer—one in the unit as in the past, and a duplicate in the new Career Management Branch, Personnel and Administration Division, War Department, where it will be filed according to arm or service. The career section of each arm or service will thus have information immediately available on an officer's qualifications and status. In the case of Air Corps officers, three Forms 66 will be filed—one in the unit, one in the Command or Air Force headquarters, and one in Headquarters, Army Air Forces. All copies will be kept up-to-date by a Report of Change (WD AGO Form 66A).

The two new forms will provide the War Department with

a means of evaluating each officer accurately and monitoring his assignments and his progress. Together, these improvements will establish a working basis for a sound career management program.

An important feature of the new system is that an efficiency rating, as determined in the War Department from the new Efficiency Report, will *not* be entered on the field or unit copy of the new Qualification Record. It is felt that previous ratings unduly influence a rating officer in forming his opinion of a subordinate. The rating will be recorded only on the War Department copy of the Officer's Qualification Record, where it will be of value to career guidance monitors.

The new Efficiency Report (WD AGO Form 67-1, 1 July 1947) replaces WD AGO Form 67. A detailed description of how the new form works and how it was developed, may be found in the *Reserve Officer* magazine for June 1947. Detailed instructions for use of the new form are contained in the revised AR 600-185, effective 1 July 1947.

The new Officer's, Warrant Officer's and Flight Officer's Qualification Record (WD AGO Form 66, 1 July 1947) replaces old Forms 66-1, 66-2, 66-3, 178-2, and 178-3. The new form will eliminate much of the previous need for referring to an officer's 201 file. It provides the War Department with comprehensive but consolidated information on every officer.

Immediately after distribution to the field of the new Forms 66 and revised manual TM 12-245A, the forms will be executed for all officers (including general officers), warrant officers, flight officers, officers of the Army Nurse Corps and Women's Army Corps, and for hospital dietitians and physical therapists. They also will be accomplished for First Class cadets in the United States Military Academy, Senior ROTC students, Aviation Cadets, and students in Officer Candidate Schools. Eventually the new form, with a special supplementary sheet, may be used in the National Guard and the Organized Reserve Corps.

In preparing the new Form 66, all appropriate information will be transcribed from the old Qualification Card and the officer will be interviewed personally and will verify entries. The new forms will be forwarded to the proper headquarters (one form remaining in the unit), and the old forms will be forwarded to The Adjutant General for incorporation in the officer's 201 file. This is to be accomplished within 60 days of receipt of the new forms.

# INFORMATION KNOWS NO BARRIERS

By

MAJOR W. H. HALLER, JR.

**F**OR several weeks, the American attendant at the United States Information Center in Stuttgart, Germany, had noticed a studious-looking former Wehrmacht officer poring over books and magazines in the library. One afternoon the ex-officer approached him and exclaimed:

"When they told me, I wouldn't believe them. I was sure these information centers were just another propaganda trick. We are all sick to death of propaganda. But now I must confess that for the first time in my life I understand what a free press means."

In varying dialects and languages, this typical response is heard often in the 49 United States Information Centers, functioning under War Department direction in the occupied areas of former enemy-held countries. Aimed at reviving free interchange of cultural, scientific, and educational information, the centers are breaking holes in the wall with which the dictators surrounded the thinking of their peoples.

Twenty centers are operating in the American Zone of Occupation in Germany, 17 in Japan, seven in Korea, four in Austria, and one, served jointly by the British and U. S. Military Governments, in Trieste. Through books, magazines, films, lectures, discussion groups, and related activities, an attempt is made to present a straightforward picture of American life, thought, and activity. Instead of propaganda blasts, the people of these areas are given free access to all types of information upon which valid opinions can be formed. As in the case of the former Wehrmacht officer, they are learning to their surprise that free discussion, independent decision,

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and the airing of all views on matters of public interest are among the principal sources of strength in a democracy.

When first established, the centers were intended, in the main, for educators, writers, radio commentators, and scholars, who were expected to transmit the information which they received to their particular audiences. Now all restrictions have been removed, and these centers are as free as an American public library. Since most of the libraries in these countries had been limited to schools and universities, or had operated on a fee basis similar to our commercial lending libraries, the response on the part of the general public, especially among the poorer classes, has been overwhelming.

The Stuttgart Center, in its first three months of operation, loaned more than 11,000 books and periodicals, and an exhibition of children's books at another center was visited by some 20,000 people, two-thirds of whom were under 20 years of age. An ex-member of the Hitler Youth, a girl of nineteen, was astonished to find that a defeated people would be treated with such generosity. When given the opportunity to participate in a discussion group, she remarked, "We were always lectured to before, but now we have a chance to make up our own minds." The democratizing effect of these institutions has been especially evident to the American attendants. One of them remarked, "We can always spot newcomers by the timid way they act. They scrape their shoes endlessly before entering, peer cautiously about the room, and seem ready to flee at the drop of a hat. But after a few visits they come ambling in with the casualness of Americans in their own libraries."

The information centers, supervised by the Reorientation Branch of the War Department's Civil Affairs Division, and administered in cooperation with the American Military Government, are similar in many respects to the American libraries maintained by the State Department in other foreign countries. Each center has a basic collection of from 3000 to 5000 book titles and 300 current periodicals. Information material of a specialized nature appropriate to the area's interests supplements the basic collections. For example, Giessen, Munich, and Stuttgart, where agriculture schools are located, receive considerable additional material on farming. The center in Linz, Austria, catering to an industrial population, is more concerned with information covering aspects of



manufacturing. Centers located in university towns often carry special sections devoted to scientific research.

Much of the material in the basic collections is concerned with the social sciences, the purpose being to disseminate an understanding of the problems of democracy. Selection of the material was accomplished by much the same procedure as that used by the Troop Information and Education Division in its choice of textbooks. (See "Selecting AEP Textbooks," ARMY INFORMATION DIGEST, January 1947.) The initial selection was based upon a list furnished by the State Department. Additions were made from lists compiled by the American Library Association, the Library of Congress, the United States Public Health Service, the Departments of Agriculture and Labor, the U. S. Office of Education, the Surgeon General of the Army, the Social Science Research Council, the National Education Association, the Brookings Institution, the Detroit and New York public libraries, and the Enoch Pratt library. Titles in the fields of military and aeronautical science, forbidden under the Potsdam Agreement, were removed from the lists. Similar selective principles were followed in choosing periodicals.



Students, technicians and housewives find interesting reading material at the Berlin center.



The United States Information Center at Linz is a typical installation. Centrally located in a former shoe store in the shopping district, it is staffed by eight civilians, two Americans and six Austrians. Here one finds people of all ages and interests. An elderly scholar, cut off for years from developments outside Austria, is avidly catching up on contemporary history. A schoolboy thumbs his English dictionary, engaged in translating an article from *Popular Mechanics*. Nearby a teacher of political science searches through *Life*, collecting current American opinions on Germany. In a corner, two physicians discuss the latest medical developments from the new world. Architects and engineers peruse illustrated periodicals containing photographs of building developments. A *hausfrau* is deep in the women's magazines, making drawings of the latest styles and copying food recipes. At the attendant's desk, a group of youngsters request books on chemistry; they have just seen the movie *Madame Curie* and are eager to learn all they can about radium. Another group of children view the photographic exhibit of American sports, and move on to another pictorial display of "typical American faces." In the hall two intellectuals, holding library books under their arms,



Official U. S. Army Signal Corps Photo

A class in American literature meets at the Frankfurt center.

are discussing the relative merits of John Steinbeck and Ernest Hemingway. From all walks of life, the alert and the inquisitive of the community pour into the Center to regain contact with the outside world.

Activities of the information centers are much wider than those of a typical library. Specialists in all fields are encouraged to call upon the attendants for guidance in their research problems, and every effort is made to interpret the American way of life. In one Austrian center, a committee of secondary school teachers of English, who had received helpful literary material, asked the cooperation of the attendants in the preparation of a textbook anthology of American literature. Previously all their English language study readings had been derived from English literature, but with the discovery of such writers as Carl Van Doren, Stephen Vincent Benet and others, the Austrians asked permission to include contemporary American writing in their teaching.

Individuals and organizations in the United States willing to donate printed matter of general educational, cultural, or scientific interest may send packages direct to any of the



Old and young alike use the facilities of the United States Information Center at Karlsruhe.

49 centers. Packages can be sent from any post office at domestic rates, but must not weigh more than 70 pounds or be more than 100 inches in combined length and girth. Parcels should be clearly labeled: *For Military Agency*.

Material dealing with the following subjects is especially desired: agriculture and allied sciences; architecture, including construction engineering; children's books; education, especially teacher training; democracy and the American scene; engineering; fine arts; history, with emphasis on objective histories of the past 12 years; literature, including German classics in the German language; German editions of authors banned by the Nazis, such as Heine, Mann, Zweig and Wasserman; standard American authors, and representative contemporary works; medicine and surgery, with particular emphasis on developments since 1939; music, including sheet music; philosophy and religion; social sciences, especially material on social welfare work and youth activities; and science and technology, *except* military, aeronautical and similar material. Packages of informational materials may be sent directly to centers in the following countries:

#### GERMANY

U. S. Information Center Berlin  
Information Control Division  
US Sector BERLIN District  
APO 742-A, c/o PM, N. Y.

U. S. Information Center Munich  
Information Control Division  
OMGB MUNICH  
APO 407, c/o PM, N. Y.

U. S. Information Center Bremen  
Information Control Division  
SK BREMEN Enclave (U. S.)  
APO 751, c/o PM, N. Y.

U. S. Information Center Heidelberg  
Information Control Division  
SK-LK HEIDELBERG (M 43)  
APO 154, c/o PM, N. Y.

U. S. Information Center Wuerzburg  
Information Control Division  
SK-LK WUERZBURG (A 210)  
APO 407, c/o PM, N. Y.

U. S. Information Center  
Nuremberg  
Information Control Division  
SK-LK NUREMBERG (B 211)  
APO 407, c/o PM, N. Y.

U. S. Information Center Frankfurt  
Information Control Division  
SK FRANKFURT, (E 6)  
APO 633, c/o PM, N. Y.

U. S. Information Center Stuttgart  
Information Control Division  
1st Military Government Bn (Sep.)  
APO 154, c/o PM, N. Y.

U. S. Information Center Marburg  
Information Control Division  
SK-LK MARBURG (G 39)  
APO 633, c/o PM, N. Y.

U. S. Information Center Erlangen  
Information Control Division  
LK ERLANGEN (B 224)  
APO 407, c/o PM, N. Y.

U. S. Information Center Kassel  
Information Control Division  
SK-LK KASSEL (E 4)  
APO 633, c/o PM, N. Y.

U. S. Information Center Wiesbaden  
Information Control Division  
OmG GH WIESBADEN (E 5)  
APO 633, c/o PM, N. Y.

**U. S. Information Center**

Regensburg  
Information Control Division  
Co. D REGENSBURG (D 204)  
APO 407, c/o PM, N. Y.

**U. S. Information Center Ulm**

Information Control Division  
SK-LK ULM (U 11)  
APO 154, c/o PM, N. Y.

**U. S. Information Center Bamberg**

Information Control Division  
SK-LK BAMBERG (B 222)  
APO 407, c/o PM, N. Y.

**U. S. Information Center Mannheim**

Information Control Division  
SK-LK MANNHEIM (M 16)  
APO 154, c/o PM, N. Y.

**U. S. Information Center Augsburg**

Information Control Division  
RB SCHWABEN (E 206)  
APO 407, c/o PM, N. Y.

**U. S. Information Center Darmstadt**

Information Control Division  
SK-LK DARMSTADT (F 12)  
APO 633, c/o PM, N. Y.

**U. S. Information Center Karlsruhe**

Information Control Division  
SK-LK KARLSRUHE (K 47)  
APO 154, c/o PM, N. Y.

**U. S. Information Center Giessen**

Information Control Division  
SK-LK GIESSEN (G 35)  
APO 633, c/o PM, N. Y.

**AUSTRIA****Graphic Display Officer (Vienna)**

U. S. Information Center (Vienna)  
I. S. B., Hq., USFA  
APO 777, c/o PM, N. Y.

**Graphic Display Officer (Linz)**

U. S. Information Center (Linz)  
I. S. B., USFA  
APO 174, c/o PM, N. Y.

**Publications & Graphic**

Display Officer  
Information Services Branch  
Hq., U. S. Forces in Austria  
APO 777, c/o PM, N. Y.

**Graphic Display Officer (Salzburg)**

U. S. Information Center (Salzburg)  
I. S. B., Hq., USFA  
APO 541, c/o PM, N. Y.

**JAPAN**

Mail for all seventeen Information  
Centers in Japan should be ad-  
dressed to:

**Civil Information & Education  
Section**

General Headquarters, SCAP  
APO 500, c/o PM, San Francisco,  
Calif.

**KOREA**

Mail for all seven Information  
Centers in Korea should be ad-  
dressed to:

**Director, Department of Public  
Information**

U. S. Army Military Government in  
Korea  
APO 235-2, c/o PM, San Francisco,  
Calif.

**TRIESTE****Hq., Allied Information Services, Trieste**

88th Infantry Division  
Att: Deputy OIC  
APO 88, c/o PM, New York, N. Y.

Requests for further information should be addressed to  
War Department Civil Affairs Division, Attention: Chief,  
Instructional and Cultural Materials Section, Reorientation  
Branch, Washington 25, D. C.

## INTER-AMERICAN COOPERATION

**A** BILL to authorize extensive military cooperation and standardization of equipment between the United States on one hand, and other western hemisphere nations on the other, was submitted to the Congress late in May. Practically identical with a bill considered by the 79th Congress in 1946, this measure is based on recommendations of the State, War, and Navy Departments and has Presidential support.

In his message to the Congress on 26 May 1947, the President said: "World developments during the year that has passed give still greater importance to this legislation, and I again ask the Congress to give this bill favorable consideration and enact it."

The bill, titled "The Inter-American Military Cooperation Act," authorizes a program of military collaboration with other American states, including the training, organization, and equipping of their armed forces. Under its provisions, the President could enter into agreements with other western hemisphere nations, including Canada, whereby the United States would sell or transfer military equipment to those nations and would train their military personnel in this country.\*

The Inter-American Military Cooperation Act deals with the training of Latin American military personnel in this country and with the transfer of United States military equipment to Latin American countries. Under the training provisions, quotas could be made available in our service schools and other institutions. This country could furnish instruction and training, along with such material and supplies as might be required; medical treatment; and subsistence, quarters, and Government transportation to and from the home countries and within the United States. The terms and conditions under which such training could be offered would be such as the President may determine to be satisfactory.

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\*A law passed in 1926 and amended in 1935 authorizes the President to send military missions to any Latin American nation. (See "Military Missions At Work," ARMY INFORMATION DIGEST, June 1947.)

Concerning the transfer of equipment, the bill provides that the President may arrange with any western hemisphere nation to transfer to that nation United States aircraft, vessels, arms, ammunition, supplies, equipment, and other materials, provided that such transfer is consistent with the military and naval requirements of the United States and with the national interest. The agreement also may provide for the maintenance, repair, and rehabilitation of military and naval equipment in possession of such countries, and may provide such services and technical information as may be necessary to accomplish this.

The recipient country must pay the full cost of equipment procured for it by the United States under this bill. Equipment that can be transferred from United States stocks is to be paid for by the recipient country at fair value, considering age, condition, and cost of replacement. The compensation for surplus equipment, instruction, training, and services is to be such as the President finds satisfactory, and may be "payment or repayment in kind or property, or any other direct or indirect benefit."

An important provision is that, wherever possible, equipment transferred by the United States to a foreign government will be exchanged for similar equipment, owned by that government, which is not adapted to tables of organization and equipment of the armed forces of the United States. The value of such equipment will be computed on the same basis as United States surplus property, and may be included as part of any compensation required.

This "exchange" provision accomplishes two objectives: It furthers the standardization of all western hemisphere military equipment; and it minimizes the possibility of indiscriminate expansion of any nation's armament. The President in his message pointed out that the United States Government would not approve of nor participate in "the indiscriminate or unrestricted distribution of armaments," and that he did not desire "that operations under this bill shall raise unnecessarily the quantitative level of armament in the American Republics." The transfer of nonstandard materiel, though it has no more than scrap value, in exchange for United States equipment is directed to this end.

The conditions of transfer provide, among other things, that the foreign government will not transfer title to or possession of any property received under this Act, without the consent of the President of the United States; and that the prop-



erty will not be used for any purpose other than those set forth in the Act.

If the bill is enacted, the initiative in planning specific activities, such as the training and equipment programs, would rest with the War and Navy Departments. The State Department would negotiate with other countries the agreements called for by the bill and would work in close collaboration with the War and Navy Departments with regard to any activities under the bill which might touch upon foreign policy. The bill merely *authorizes* agreements with other western hemisphere countries. It would be up to each country, individually, to request United States assistance in the standardization of training and equipment. If the bill is enacted, the State, War, and Navy Departments would enter into mutual discussions with western hemisphere countries to determine their specific needs. These needs would then be made available to the Congress in adequate detail to support subsequent appropriations that might be required.

The Committee on Foreign Affairs, House of Representatives, 79th Congress, reported favorably and unanimously last year on a similar measure (then HR 6326) but it was not acted upon before adjournment. In its report, the Committee pointed out that this bill would help to implement the Act of Chapultepec, adopted at Mexico City by the twenty-one American Republics in March 1945. Under that agreement, it is provided that if any nation in this hemisphere or a nation from without becomes an aggressor against one of the signatories, all of the other republics of the hemisphere will act to assist the country in danger. This principle was inspired not by the United States, but by the other countries attending the conference; and they took the lead in having it enacted. The Act of Chapultepec is a wartime measure. The preparation of a permanent treaty based on this Act will be a major item of business at the Rio de Janeiro Conference scheduled for August 1947.

The Inter-American Military Cooperation Act would serve to implement the Act of Chapultepec and any permanent treaty based on its principles. Present legislation is inadequate to authorize the assistance needed and requested. The entire plan is considered to be in complete accord with United Nations principles, under the regional agreements authorization. It would, in fact, help the Latin American nations to carry out the commitments they have assumed under the United



Nations Charter, and would relieve the United States of the sole responsibility for the defense of the Western Hemisphere.

Although Canada is not a signatory to the Act of Chapultepec, the importance of joint defense agreements with that country is obvious; and the Military Cooperation Act would offer Canada full opportunity to participate.

The Foreign Affairs Committee report last year pointed out: "When the United States was attacked by the Axis powers, other American Republics were unable to provide, as they would have liked, for the defense of the southern continent. Their armed forces were equipped with a variety of weapons, most of them of European manufacture, for which neither ammunition nor spare parts were obtainable. Forces had been trained in a variety of military doctrines. In order to enable the other American Republics to play their part in hemisphere defense, it was necessary for the United States to divert both forces and equipment to Latin America at a time when they could hardly be spared. Later on, as a result of the training and equipment which the United States provided, armed forces from two Latin American countries participated in combat operations overseas, while others took up important coastal and antisubmarine patrol work.

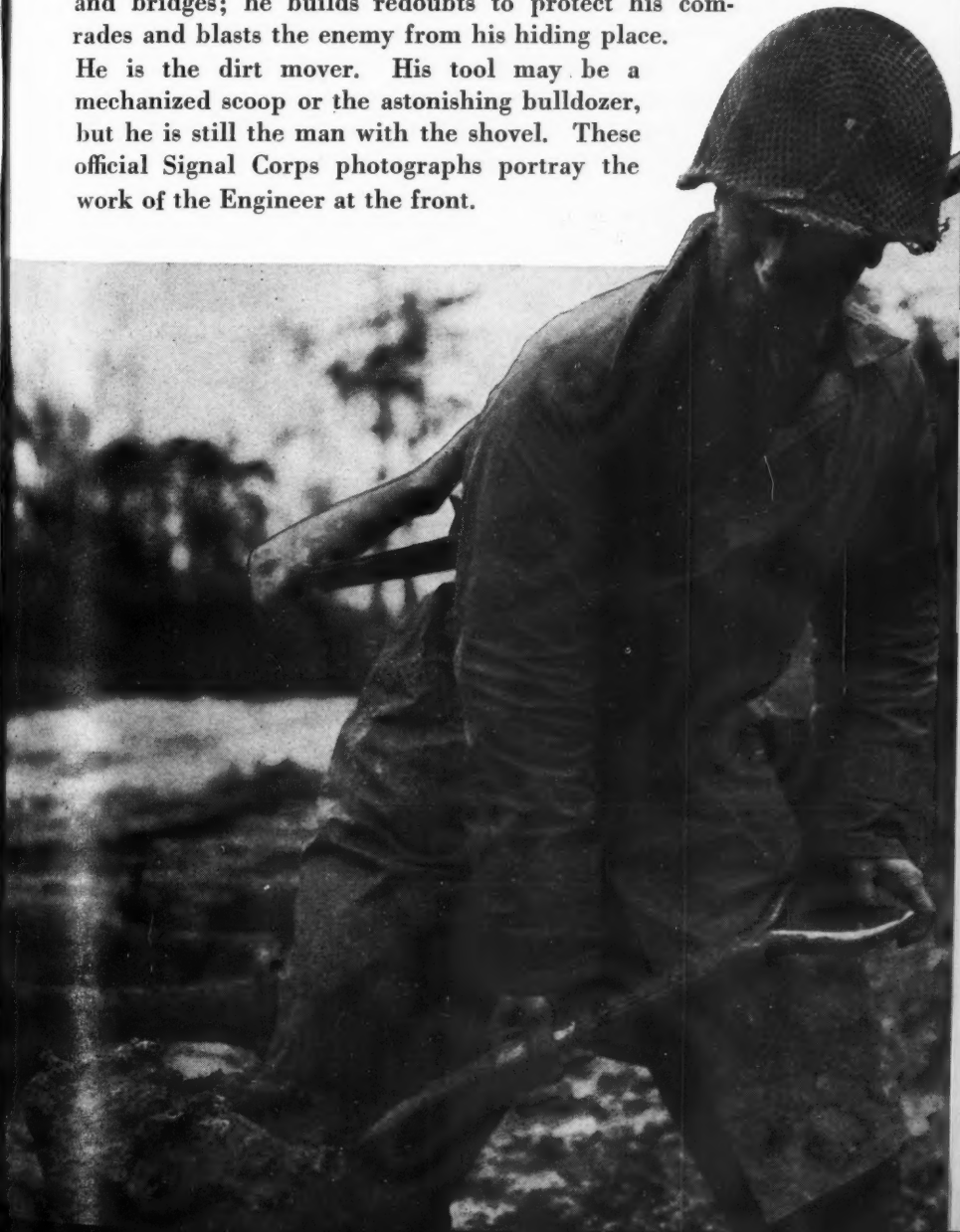
"In 1942, events fortunately gave this country time in which to work out the framework of a hemisphere defense system. Military authorities point out that in the event of another major war, it is improbable that such time will be found."

During his testimony before the Committee, General Eisenhower said: "We know from recent experience that there cannot be prompt, effective, unified action against such an aggressor unless the countries engaged in this action have a singleness of purpose manifested in their military establishments by complete standardization. The United States has the resources, the knowledge, and the experience in military matters necessary to assume hemisphere leadership in this program. For its own security, as well as for the security of other countries in this hemisphere, the United States must discharge this obligation. As a general rule, the heavy industry of these countries is not sufficiently developed to take care of their military needs. If we do not take steps now to make equipment available to them, they are going to look to sources of supply outside this hemisphere, thus bringing about a situation similar to that preceding the Second World War."

# THE ARMY ENGINEER

The man with the shovel in his hand and the rifle on his back is the U. S. Army Engineer. He builds airfields, roads, and bridges; he builds redoubts to protect his comrades and blasts the enemy from his hiding place.

He is the dirt mover. His tool may be a mechanized scoop or the astonishing bulldozer, but he is still the man with the shovel. These official Signal Corps photographs portray the work of the Engineer at the front.





LAYING RAILS—GERMANY

BUILDING THE ALCAN HIGHWAY





ANCIENT AND MODERN—CHINA

MACHINE AND BEAST—BURMA







BLASTING A FOX HOLE—LUZON

UNDERWATER SALVAGE—SOUTHERN FRANCE





SPANNING A RIVER—GUADALCANAL

DEMOLITION DETAIL—GERMANY





BRIDGING THE GAP—FRANCE

BURIAL OF A GUN—SOUTHWEST PACIFIC





# TIP TAKES PLANNING

By

LIEUTENANT EVERETT E. GRIFFITH

**I**N DAY ROOM, barracks, and mess hall, wherever soldiers gather, men of the 38th Regimental Combat Team at Camp Carson, Colorado, may be heard animatedly debating the problems of Germany and Japan, the meaning of democracy, unification of the armed forces, and the United Nations. The warmly enthusiastic arguments which follow in the wake of the Troop Information Program are a barometer of the program's effectiveness at this combat training center high in the Rocky Mountains.

Although training a combat team presents special problems peculiar to that organization, the Troop Information Program at Camp Carson follows a simple military axiom—that careful staff planning and supervision at the top echelon is essential for success on the unit level. Key personnel from regimental to platoon level comprise the well-knit organizational team. The regimental Troop Information and Education officer and his staff of five officer-lecturers meet with the unit Troop I&E officer in weekly conferences. At the unit level, Troop I&E officers are aided by enlisted assistants.

Five officers of outstanding public speaking ability, carefully selected through interview and recommendation, constitute the TIP lecture staff. Each is assigned a particular topic, scheduled far enough in advance to permit a minimum of three weeks of preparation. On request, the sign shop prepares any maps, charts and training aids that may be required. At least 24 hours prior to the Monday lecture period, the officer scheduled for TIP presentation that week submits to the regimental Troop I&E officer a lesson plan summarizing the scope of the material to be covered, and the extent of his preparation.

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*FIRST LIEUTENANT EVERETT E. GRIFFITH, INF., is troop information and education officer of the 38th Regimental Combat Team, Camp Carson, Colorado.*

To insure that all the troops have a common source of information on which to base their discussion, the Troop Information Hour is conducted in two one-hour periods instead of the usual one. Each Monday one of the officer-lecturers presents the TIP topic at the post theater. He repeats the lecture as often as necessary, until he has talked to the entire combat team. On the ensuing Wednesday, follow-up discussions on the same subject are staged on a platoon level if possible, but in no case with a group larger than a company. Discussion periods are conducted by the best qualified officers in each organization. The company or battery commander may direct the discussion; more often, sessions are held on the platoon level, with the platoon commander in charge.

All company Troop I&E officers who are to lead discussions attend the higher level talk on the TIP subject, and are required to submit to the unit Troop I&E officer lesson plans based on the background material furnished at the lecture. The period between the Monday and Wednesday meetings allows adequate time for the company TI&E officer to arrange his lesson plan, based on the information absorbed at the lecture; yet the interval is brief enough to insure that troops will not have forgotten the basic information. In this interval, also, soldiers may supplement their knowledge of the subject through appropriate *Army Talks*, which are distributed to all day rooms, and by basic reference books or pamphlets available for widespread distribution.

Armed with background information derived from the Monday meeting and *Army Talk*, and fortified with the factual basis for logical statements, soldiers are more inclined to take part in argumentative discussion. Discussion periods fail mainly when the men do not have sufficient prior knowledge of the subject, and are therefore likely to sit in bored apathy.

During the initial stages, TIP discussion periods were sparked into liveliness by prearrangement with articulate soldiers in the group. The company Troop I&E officer selected a handful of men who were thoroughly briefed on the week's subject. If the discussion lagged, these men started it off. Once the pattern of participation was set, this dramatic expedient became unnecessary.

All TIP periods are inspected by the regimental or battalion Troop I&E officer. Discrepancies are noted, and, after the session, constructive criticism by the inspecting officer is passed on to the unit Troop I&E officer.

To encourage the fullest measure of participation, the selection of discussion topics is geared to the soldiers' known interests. In choosing the discussion topic, company Troop I&E officers canvass the troops, and report the soldiers' preferences at the weekly staff conference. Where troops desire more information on a specific topic, it is placed high on the agenda. In addition, the staff conference may schedule certain topics, the importance of which may not be generally appreciated, but which, it is felt, the troops should know more about. Some of the recent subjects include "What is Democracy?," "Report on Germany and Japan," "The United Nations Organization," "Our Federal Government," "Unification of the Armed Forces," "Why Army Discipline?" and "Organization of the Army."

Continuity of interest of the men extends not only from Monday's lecture to Wednesday's discussion, but also from week to week. At each lecture the subject of the following week's discussion is announced, and reading references are recommended. A TIP memorandum is posted on the company bulletin board the following day, containing suggestions to soldiers who desire to do preparatory reading on the subject.

As the program continues in operation, the troops generally exhibit preferences for more current and complex subjects. Aware of their responsibilities and their role in the national security, the troops desire more information on world affairs. Invariably, in barracks bull sessions and away from camp, they rely on TIP as a lively and trustworthy source of facts and ideas.

Staff planning and supervision proved equally effective in organizing the Camp Carson Education Center in July 1946. With a shortage of officer personnel, the commanding officer authorized the appointment of one enlisted Troop I&E assistant in each company and battery. At a meeting of all Troop I&E representatives, course offerings were outlined. Each man was delegated responsibility for publicizing, at the next retreat formation, the fact that applications might be filed for USAFI and off-duty courses at designated hours in the company day room. Off-duty classes were organized in all subjects for which there were 15 or more applicants. Most popular course was Beginner's Typing, for which over 200 applications were filed.

Through the Troop I&E representative in each platoon, a call was issued for qualified instructors having some college

education and a desire to teach. Instructors were selected, after interview to ascertain the applicant's knowledge of the subject, his appearance, and his interest in teaching. The regimental Troop I&E officer conducted one-hour sessions on five consecutive days to outline to the instructors proper teaching methods and techniques. Although none of the instructors was over 20 years of age, all but one proved to be excellent from the outset, and the other, with proper coaching, soon became proficient.

With the combat team alerted to leave for field training in eight weeks, courses were accelerated to almost twice the normal tempo. Classes were conducted in two one-hour periods each week. The schedule provided that classrooms were unoccupied after each session, so that the instructor and interested students might remain for additional tutoring, if they desired.

As in the Troop Information Program, the commanding officer's cooperation is a key factor in assuring success of the program. He prescribes that men enrolled in off-duty courses will not be given duty details that will interfere with attendance. Although attendance is on a voluntary basis, absence from class is followed by a written reminder to the student that, because of the intensive nature of the instruction, it would be advisable to attend all classes without fail. As a further aid, classes are scheduled for weekdays, with Friday sessions avoided lest they conflict with plans for weekend passes.

To insure a uniform standard of excellence in the education program, Troop I&E representatives inspect each class at every session. Provided with mimeographed checklists, inspectors grade the elements which contribute to the effectiveness of the instruction period. The reports which they turn in daily to the regimental Troop I&E officer are passed on to the instructors with constructive criticism.

In the operation of both the Troop Information Program and the Education Center at Camp Carson, basic elements of staff planning have been tested and proved in practice. Once the commander is made aware of the importance of the Troop Information and Education program, and his support is assured by frequent personal consultations, the program receives a dynamic impetus.

# THE GUARD RESUMES SUMMER TRAINING

*By*

COLONEL DAVID S. RUMBOUGH

**T**HE NATIONAL GUARD will undergo summer field training this year for the first time since 1940, when the initial increment of troops was called up during the emergency immediately preceding World War II.

The training necessarily will be on a smaller scale than pre-war encampments, since the National Guard, which sent all of its 300,000 troops into Federal service during the war, is now in the reorganization stage.

Recognizing this problem, the War Department, which desires that the National Guard begin training as soon as possible to take its place as an effective member of the Nation's military establishment, has directed that divisions and regimental combat teams which are able to muster at least 20 per cent of their table of organization strength and are self-sustaining in the field, will undergo the 15-day training period. Units of the participating divisions and regimental combat teams also must have been federally recognized by 15 April 1947. Federal recognition is granted to units which have 10 per cent of their enlisted strength and 25 per cent of their officer strength.

A National Guard Bureau survey has revealed that approximately 60,000 men will undergo the usual 15-day period of camp training and an additional 20,000 will attend special schools of shorter duration in lieu of the camps. Twenty-one states, plus the Territory of Hawaii, Puerto Rico, and the District of Columbia, will give their troops field training. Seven of these

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21 states also will conduct schools for their troops. Twelve states will confine their summer training to schools alone.

Training sites, the majority of which are Federal installations, are allotted by the Commanding General, Army Ground Forces; and the Adjutants General of the several States make arrangements with the appropriate Army commanders for the use of these sites.

Certain Ground units, including those assigned to divisions and regimental combat teams which are not required to participate, at the discretion of State authority and in coordination with Army commanders, also may attend a 15-day training period provided they meet the same requirements.

In line with the six-year training program, set up to bring the National Guard to its full effectiveness as an integral part of the Nation's security team—trained, equipped and immediately available for service in the event of an emergency—the Commanding General, Army Ground Forces, has announced that individual and specialist training, including small arms familiarization firing, will be emphasized during the 15-day period.

Small unit training through the platoon or section level also will be conducted, if practicable. All training will be conducted under the supervision of the Army commander having jurisdiction.

The War Department has ruled that, if funds are available, the National Guard Bureau may authorize the States to conduct local schools or training for those Ground units which do not qualify for field training. This local program also will emphasize individual and specialist training and will be conducted under the guidance of the Senior Army Instructors of the States concerned.

Definite plans have not been completed for the summer training of Air units of the National Guard. These units must have almost 100 per cent strength in order to gain any real benefit from such training. Survey teams from the numbered Air Forces have inspected federally recognized Air units and found 169 of them self-sustaining and prepared to undergo a summer training program. Funds for summer training of Air units were not available in the 1947 fiscal year budget; but if they are provided in the 1948 budget, it is planned to initiate a program this summer, probably in July and August.



# DISCHARGE CERTIFICATE TAKES ON NEW MEANING

By

LIEUTENANT COLONEL J. A. BOWMAN

**A**N HONORABLE discharge from the Army, formerly taken for granted by any soldier who kept out of serious trouble, will be a more significant and coveted award under the revised enlisted discharge system.

The new plan provides four types of discharge certificates instead of three. It brings into accord the Army, Navy, Marine Corps, and Coast Guard methods of separating enlisted personnel from the service. The new plan grew from extensive conferences among War, Navy, and Treasury Department officials; and the three departments now are considering a plan to standardize discharges for officers of all the services.

The types of enlisted discharges, effective 1 July 1947, are:

*Honorable Discharge:* under honorable conditions; service excellent.

*General Discharge:* under honorable conditions; service satisfactory.

*Undesirable Discharge:* under conditions other than honorable.

*Dishonorable Discharge:* by sentence of a general court-martial.

A fifth type, the Bad Conduct Discharge, has been approved by the War Department but will require enactment of legislation now before the Congress. (See "Military Justice," ARMY INFORMATION DIGEST, May 1947.) This type would rank between the Undesirable and Dishonorable Discharges and would be imposed by sentence of a general or special court-martial.

The effects of an Honorable Discharge and a General Discharge are identical insofar as both entitle the individual

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to full civilian rights and benefits provided by law. The Undesirable Discharge may or may not deprive the individual of veteran's benefits and will require determination by the Veterans Administration in each case. A Dishonorable Discharge deprives the individual of all veteran's benefits and may deprive him of civil rights.

For an Honorable Discharge—granted to men separated by reason of expiration of enlistment, convenience of the Government, dependency, minority, or disability—the soldier must have all character ratings of excellent or very good; all efficiency ratings of superior or excellent; and, during his current enlistment, no conviction by general court-martial nor more than one conviction by special court-martial.

A General Discharge will be granted to those separated for any of the reasons applicable to Honorable Discharge, where their service has not been sufficiently outstanding to meet both the character and efficiency ratings listed above. It will also be given in cases of inaptitude or unsuitability. This type of discharge will be given to men who deserve honorable separation from the service, but who do not merit the award of an Honorable Discharge.

An Undesirable Discharge will be given by administrative action for unfitness or misconduct not involving separation by order of a general court-martial. It will cover cases involving undesirable habits or traits of character, or repeated infractions of discipline, and cases involving misconduct, such as AWOL or desertion without trial, trial and conviction by civil authorities, or fraudulent entry into service.

Dishonorable Discharges will be given, as in the past, in cases involving offenses that warrant dishonorable separation as determined by a general court-martial.

The Bad Conduct Discharge, if approved, would be given in cases involving offenses that warrant separation as included punishment, but that do not warrant dishonorable discharge.

Discharge certificates of all types will be identical for all the services, except for the name and seal of the service granting the discharge. Thus, men released from the four services for similar reasons will receive similar types of discharge. The reverse side of the certificate will be different for each service, and will carry information peculiar to the service.

Honorable Discharge certificates will be improved in appearance and printed on a better quality paper. The En-

listed Record and Report of Separation will not be printed on the reverse side of the Honorable Discharge, as in the case of the other three types, but will be carried on a separate form. Honorable and General Discharges will be printed horizontally on white paper. Undesirable and Dishonorable Discharges will be printed lengthwise, with the Undesirable on white paper and the Dishonorable on yellow. If approved, the Bad Conduct Discharge would be printed lengthwise on yellow paper.

Only men who receive Honorable or General Discharges and who are otherwise qualified will be permitted to reenlist. Increased efforts will be made to identify unsatisfactory soldiers as soon as possible after enlistment and to eliminate them from the service immediately. This applies particularly to soldiers who are so lacking in ability and aptitude that they require frequent or continued special instruction or supervision, and soldiers whose interest and habits frequently require corrective or disciplinary action. A provision in AR 615-360, par 5, which became effective 1 July 1947, enables commanders to take prompt action to eliminate inapt and unsuitable individuals prior to expiration of their term of service. It reads in part:

"At any time . . . when the company or detachment commander is of the opinion that an individual's service is not satisfactory and that he is not entitled to an honorable or general discharge, the company or detachment commander will promptly initiate action under the provisions of the appropriate Army Regulations to determine the type of discharge certificate to be given."

Under this system, it is hoped that only those individuals who are excellent or satisfactory soldiers will be permitted to remain in the service for their full enlistment terms and be acceptable for reenlistment.

### Report on Universal Military Training



Five articles—full description of the UMT Experimental Unit at Fort Knox—reprinted from THE DIGEST for June. In pamphlet form, illustrated. Available on request to the Editor, Army Information Digest, Carlisle Barracks, Pa.

# PREPARING A MANUSCRIPT

By

CAPTAIN THOMAS R. NEVITT

**M**UCH time, money, and good temper is saved when an Army editor knows the mechanics of preparing manuscripts for reproduction. The path from editorial office to print shop will be smooth if the editor avoids the pitfalls that lie in the path of the inexperienced.

The first step is to send letter-perfect copy (manuscript) to the printer. A poorly edited piece of copy will not be miraculously changed into glowing prose by the printing process; the genius of printing does not go that far. The printer is not an editor. He will follow copy to the letter, and errors in manuscript will be errors in printer's proof. One of the first rules laid down to the apprentice by a print-shop foreman is to "follow the copy even if it flies out of the window." This graphic instruction puts it squarely up to the editor. The sins of error are on his head.

The first rule, then, is to look at your copy with a hypercritical eye—the copy, not the proof. In your copy you can tear things apart with abandon without upsetting amicable relationships with your printer and without cost in dollars and cents. The good will and respect of the printer may be nebular, but dollars and cents are hard, cold facts. Any alteration made in copy is free; any alteration made in proof costs real money. If the correction is necessitated by a printer's error, he pays the cost; if it is an author's alteration, you pay the cost. Composition cost, that is, the cost of transforming copy into lead type, may be increased 30 per cent because of careless editing of manuscript. The insertion or deletion of a comma may mean resetting an entire line, and a changed word

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*This is the second of a series of articles on "What You Should Know About Printing," designed to assist Army writers and editors. Captain Thomas R. Nevitt, QMC, is Managing Editor, ARMY INFORMATION DIGEST.*

or phrase may cause the resetting of a paragraph—all at so much per line.

Although the manuscript may be in final form on your desk, brought to editorial perfection by correction, it still may not be in shape for the printer. Extensive interlined corrections, deletions, and words written around corners may present an appearance understandable only to yourself. Do not let the copy go to the printer that way. He will not appreciate the puzzle and will misunderstand your intention. An embarrassing amount of resetting may result, with a lot of argument as to who is at fault.

There is no greater cause of unpleasantness around a print plant than hard-to-understand copy. Copy should be typewritten on one side of the paper only, double-spaced and with good margins. An article should start approximately half way down the first page. Saving paper by crowding copy is poor economy, and longhand copy should be avoided like the plague. Top space and margins are needed for the shop foreman's instructions to his compositor, identifying number of the job, size of type, length of line, and other data. Margins allow room for your instructions to the printer, if any are necessary. They also permit last minute corrections without defacing copy.

It is helpful to type the manuscript so that the typewritten page will be identical with the printed page, line for line, and if possible, the same number of spaces to the line. This will enable you quickly to estimate the amount of space your copy will occupy. To do this, set the typewriter margins so that each line contains only as many spaces as are contained in the printed line. Then draw a faint line down the left margin and another down the right margin. Between the two is the uniform line length. Most editorial offices provide manuscript paper with the limiting lines lightly imprinted. The ARMY INFORMATION DIGEST provides imprinted manuscript paper showing the right margin for both pica-size (10 spaces to an inch) and elite typewriter (12 spaces to an inch).

When typing or writing copy more than a page long, always number and identify the pages. Suppose you are writing a story entitled "XYZ Infantry Gets Citation." When you reach the second page, label it by a short title, such as "Page 2—XYZ Citation." Too often page two of one story will be mistaken for page two of another story, to the exasperation of all concerned. The name of the publication for which the

# SAMPLE OF PROOFREADER'S MARKS

Margin Marks

Mark in Text

Explanation

Proofreaders' Marks		
	Proof reading marks have	Push down space and invert a letter *
2	also become a language of	Close up space entirely
e	their own. They are very	Delete word (dele mark)
m	similar to copyreading marks.	Change letter
wf	Because of this similarity	Insert letter
v	copyreaders' marks are not	Wrong font letter
x	illustrated in this number of	Insert apostrophe
sc	the <u>Army Information Di-</u>	Defective letter
out, see copy	gest. Your be:	Use small caps
"	Use the right mark in the	Omission of part of copy
✓	right place."	Insert quotation mark
stet	These marks are really a	Less space
tr	picture language and there-	Let it stand
2	fore should be easy to re-	Transpose letters
lc	member.	Take out letter (dele)
no #	Once you get into the ha-	Small letter (lower case)
eq #	bit of using them you will	No paragraph; run in
?	be understood by all (engrav-	Equalize space
cap	ers from Maine to <u>california</u> .	Query; is this right?
┘	These marks are a short	Capital letter
L	L hand devised to save time	Move to right
rom	and (effort) for everybody	Move to left
#	Why make yourself work by	Insert period; set Roman
ital	doing it <u>longhand</u> just to	Make new paragraph
tr	the <u>worry</u> printer!?	Use Italic letters
		Transpose words

## DESIGNATION OF PUNCTUATION

^	Comma	/ /	Paren (thesis), Bracket
;	Semi-colon	—	Hyphen
:	Colon	⌞	Quotation mark
'	Apostrophe	?	Question mark
.	Period	!	Exclamation point
em H	EM dash (equal in length to "M" of type)		

Fig. 1



article is intended should also appear at the top of the page. Contract printing shops handle more than one publication, and copy can get lost.

Now that you are ready to deliver your manuscript (typescript) to the printer, do not spoil its perfection by folding, rolling, or mutilating it with staples or other permanent fastening. Keep your copy flat. Curled or creased copy is difficult for the typesetter to handle on his machine and will not improve your relations with him.

Added to the mechanics of preparing good copy are a few common sense rules—rules that are violated so generally that their breaking causes printers to go to an early grave.

THE BUGABOO OF THE  
PRINTED WORD

lc — It is not what he writes that bothers an author, <sup>e</sup>  
Poet, novelist or journalist. What they all suffer is <sup>#</sup>  
seeing their labors turn to naught by the typograph- <sup>a</sup>  
ical error that seems to creep into their most in- <sup>o</sup>  
spired passages with Machiavellian purpose.

H — For the journalist there is his own particular  
not — torment that of the misspelled name. No one will  
# — ever believe that it was done with intent to defame. <sup>g</sup>  
It is a waste of time to explain that it was all due <sup>o</sup>  
to the proofreader being out late the night before.  
It would be a better literary world to live in if <sup>stet</sup>  
proofreaders were perfect.

Fig. 2

When your copy has been set into type and a proof taken from it, the copy has become transformed into "matter," a contraction of the word "typematter." Your next step is to read proof to insure that it is entirely free of error.

When marking alterations or corrections in proof, use the language of the printer, that is, proofreader's marks. These marks are a printing trade shorthand and are universally used. They will be understood by the printer better than a more elaborate explanation of your own devising. Learn them and make a habit of using them. (See proofreader's marks, Fig. 1.)

In Fig. 1, the "Query" or "?" is shown. This is the typesetter's way of questioning your copy. If it appears that a mistake has been made in the copy, the printer will set it according to copy, then mark the place with a question mark for the attention of the editor. The printer may even write a

short note in the margin to make clear the point he has raised. In Fig. 1, the word "engraver" should be "printer."

When marking errors, a proofreader's mark for every error should be placed in the margin. If marked only in the body of the matter it may be overlooked. The marginal mark should be as nearly directly in line with the error as possible. Either margin can be used, usually the nearest margin to that end of the line in which the error occurs.

There are two systems of marking errors—with guide lines as in Fig. 2, and without guide lines as in Fig. 3. The guide lines should never be drawn through lines of type, unless it cannot be avoided, but through the space between the lines of type. Proofreaders, especially authors themselves, are sometimes careless about this rule, so that the typesetter has difficulty in resetting the incorrect line. For this reason, some print shops insist that no guide lines be used as in Fig. 3, (the United States Government Printing Office is one of them).

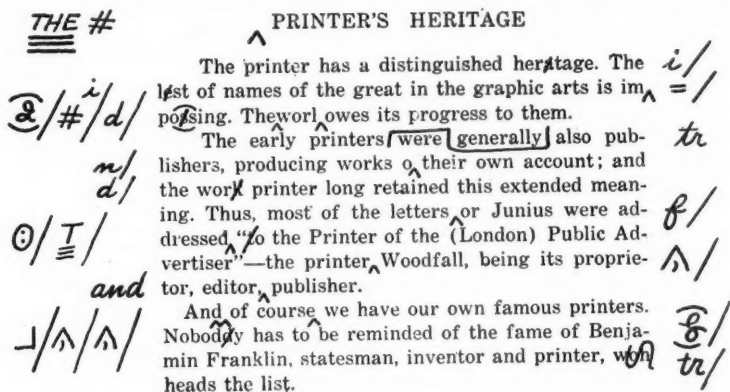


Fig. 3

In this system, errors are underlined or shown by a caret or diagonal stroke and then the standard mark is placed at the end of the line. When there is more than one error in a line, the marks are entered in the order in which the errors occur, and are separated by a slash line after each mark.

If a proof is clean, that is, contains no errors, it should be marked "OK" at the bottom of the proof together with the initials of the reader. If only a few minor changes are noted and another proof is not necessary, it may be marked "OK with corrections." This approval will include display features and type arrangement as well as text matter. The editor may or may not get revised proofs for corrections or final OK.

## INTRODUCTION TO THE WAR DEPARTMENT

*One of a series of articles  
describing the missions and  
functions of agencies of the  
War Department.*

# HAVE YOU A PICTURE?

*By*

COLONEL ROLAND C. BARRETT, RESERVE

**T**HE photograph showed a wounded soldier on the Italian front being given blood plasma. Scores of relatives of soldiers who saw the picture in their home town newspapers immediately wrote to the War Department, requesting prints in the belief that the subject was related to them. The Still Picture Branch of the Army Pictorial Service Division, Office of the Chief Signal Officer, to which the requests were referred, answered all the letters, giving not only the official caption of the photograph, but such other identifying data as when and where the photograph was taken.

Having as its chief function the maintenance of the Signal Corps' still photographic library, which at present embraces more than half a million pictures, the Branch services a monthly average of 30,000 photographs for the public, the press, and the Army. While a large portion of these photographs are used for public information purposes, the library also serves as an integral part of the education, training, and research programs within the military establishment.

Pictures are used to orient troops in the background and causes of war, to instruct them in strategy and tactics, and to foster their morale. Photographs aid in the research and analysis of American and enemy equipment, and assist the high command in studying current operations for future planning. They provide civilian workers with pictorial evidence of the Army's production requirements. They help to recondi-

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*COLONEL ROLAND C. BARRETT, Sig C, Reserve, is Chief, Still Picture Branch, Army Pictorial Service Division, Office of the Chief Signal Officer. During the war, he was a colonel in command of the Signal Corps Photographic Center in Astoria, Long Island.*

tion convalescent soldiers and to counsel personnel ready for discharge. They are used in recruiting and for historical purposes. In fact, the Army has found that the average picture does exactly what the Chinese adage says—takes the place of a thousand words.

From six to eight thousand photographs and their negatives are received each month by the Still Picture Branch through channels from the field. These 4x5 inch photographs include news photographs of nation-wide interest, showing such activities as combat, training, post activities, new equipment, nationally known men in the service; historical photographs recording campaigns, ceremonies, and other events of importance; unusual photography depicting any phase of military activity in which photographic treatment is outstanding; photography of special interest to the War Department, such as prints seized from the enemy which have military intelligence value; photographs of an instructional nature showing training methods, techniques, field expedients, or presenting material for information and education programs; photographs used in illustrating reports; and all Signal Corps photographs which have been issued for release to the press, the latter to enable the Branch to have a central file for public reference. Not included in this list are photographs made by the Army Air Forces, which maintains its own picture service. Photographs of a highly technical nature which lack general interest also do not reach the Branch, but are retained, in most cases, by the technical services for which they were specifically made. All photographs processed by Signal Corps personnel, military or civilian, carry the credit line, "Official U. S. Army Signal Corps Photo."

Upon receipt of its material, the Branch edits and evaluates the photographs, discarding those which are considered unnecessary to a well-rounded coverage. Captions of retained photographs are stencilled and filed for future use. The Branch photograph collection comprises five general categories—the permanent library, the operational, home town, color and portrait files. Military units, in the zone of interior and overseas, that have legitimate need for photographs from these files, are eligible to request prints of standard or enlarged sizes.

Photographs chosen for the permanent library are enlarged to 8x10 inches, and are mounted on cloth and bound in books. Any photograph which has historical or permanent reference value, and which does not duplicate previous material, is placed in this category. A picture of exceptional artistic value will

be retained even though the event it portrays may be considered insignificant. Conversely, photographs of significant events, though lacking in artistic merit, are kept in the collection if better views are not available. Photographs of personnel receiving the higher decorations also are included. At present, more than 280,000 pictures are preserved in the permanent library.

The operational file, which contains approximately 250,000 pictures, is of the newspaper-morgue type, with 4x5 inch prints classified in envelopes according to subject matter, such as fires, automobile accidents, safety, and other generalized headings. The file, started at the beginning of World War II, is now being combed for additions to the permanent library. It will be discontinued when its contents are reevaluated.

The home town file consists of photographs circulated to home town newspapers. The color file features picturesque shots of captured towns, interesting landmarks overseas, and other topics of a static nature which lend themselves to color photography, including such subjects as the Hesse jewel col-



Official U. S. Army Signal Corps Photo

This Signal Corps photograph from Sicily brought many inquiries from persons who thought they recognized a relative,

lection. The portrait file contains formal photographs of officers in uniform made primarily for AGO 201 files and other records. At present, some 15,000 photographs are included in this file. Any officer may apply to the nearest Signal Corps photographic section to have his photograph taken, for forwarding to the central file of the Still Picture Branch.

Army units in the field desiring prints from the Still Picture Branch make their requests through channels to Army Area signal officers in the zone of interior, and to theater and department signal officers overseas. Public information officers receive their pictures through the Public Information Division, War Department Special Staff. One week is the average length of time taken to service a routine request, after it reaches the Still Picture Branch. During March 1947, the Branch processed approximately 29,000 photographs with more than one-third of these for the Public Information Division. The war peak was reached in September 1944, when a total of 71,000 photographs was serviced.

The Still Picture Branch maintains its own laboratory, which produces prints at the request of the various agencies of the War Department. This production—similar to that of Signal Corps photographic sections at the larger posts in the field—includes, among other things, illustrations for training manuals; photographs taken for public information purposes, historical records, and testing of military equipment; officer portraits for military personnel files; and photographic records of special military events. Motion pictures and general administrative duties of the Army Pictorial Service Division are handled by the Photo Administration and Motion Picture Branches.

More than 3000 still pictures are sold monthly to the public, with 4x5 inch single-weight, glossy-finish, black and white contact prints selling for fifteen cents each, and 8x10 inch glossy enlargements, for fifty cents. Immediate family members of soldiers overseas, or of those dead, receive one glossy 8x10 inch photograph of their kin free upon request. Approximately 150 such requests come in monthly to the Branch, generally as a result of parents seeing pictures of their sons in group newspaper shots.

Occasionally the Still Picture Branch assists in the search for missing relatives. A photograph distributed by the Associated Press evoked an inquiry from a man who thought he recognized his brother among a group of prisoners released



from a concentration camp. Although the person indicated in the picture was that of a living skeleton almost beyond recognition, the Branch, with the cooperation of the Associated Press, succeeded in ascertaining when and where the photograph was taken. On another occasion, the sister of a soldier killed in a bombing attack requested a photograph of her dead brother. The Branch did not have one listed in its files, but a search was made among group photographs taken of the soldier's unit, in the hope that one might be found. The Branch goes to great lengths to satisfy the requests of relatives of military personnel, especially when the photographs sought are those of soldiers killed in action.

Even requests of an eccentric nature are acknowledged, and, if within regulations, are complied with, to the extent of the Branch's resources. For years the Branch has been receiving letters from a man in the Middle West, who has a hobby of collecting pictures of soldiers wearing wrapped leggings. A more common type of request is that received from people collecting pictures of general officers and well-known war heroes. At present, many veterans are writing in for group



Official U. S. Army Signal Corps Photo

Pictorial beauty is found in the files of the Still Picture Branch. American soldiers in amphibious operations at Guadalcanal.

pictures of their units and individual portraits of their former commanding officers.

A source of much interest is the Still Picture Branch's collection of historical pictures, the oldest of which is the Mathew Brady collection of 5000 Civil War photographs. Working as a civilian free-lance at a time when photography was still in its infancy, Brady received permission to go into the lines to take his pictures. To finance his venture, he found it necessary to mortgage many of his photographs, with the result that Congress later appropriated \$25,000 to pay for that portion of his collection which the Army had. Negatives of this collection have been turned over to the National Archives, with prints retained by the Branch's library.

Other famous collections include photographs of Adolph Greely's expedition to the Arctic in 1881-83; an assortment of pictures of the Old West donated by former Indian fighters; and coverage of such subjects as the testing of the Wright Brothers' airplane at Fort Myer, Virginia, the Boxer Rebellion in China, the Spanish-American war, and the Russo-Japanese war, with the latter containing some photographs taken by a young officer named John J. Pershing. Negatives of photographs dating back to World War I, or earlier, have been turned over, in most cases, to the National Archives.

A constant effort is made to keep abreast of new developments. The first news color picture ever transmitted by radio for publication, a photograph of President Truman, Marshal Stalin and Prime Minister Attlee at the Potsdam Conference, was taken by the Army Pictorial Service Division. Using a one-shot camera which exposed three negatives simultaneously, a Signal Corps photographer developed three black and white prints, placing them on cylinders representing the basic colors of red, blue, and yellow. The prints were then transmitted by radiotelephoto directly from Berlin to Washington, thus establishing a new service in pictorial coverage of news events.

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### THE DIGEST AVAILABLE TO ALL

It is possible for any member of the armed forces or any civilian to receive THE DIGEST at a yearly subscription rate of \$1.50 (\$2.00 foreign). Subscriptions may be entered, beginning with current issues, with the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. Single copies may be obtained at 15 cents a copy.

# BOOKS

*Books in the fields of military interest are reviewed in this department. Selection of titles and opinions expressed are those of the reviewer. Currently, the department is conducted by Colonel Frank Monaghan, Reserve, formerly chief of the Analysis Branch, Public Relations Division, War Department, and previously professor of history at Yale University.*

James Phinney Baxter, 3rd, recently has been awarded the Pulitzer Prize in history for his *Scientists Against Time* (Atlantic-Little, Brown, \$5). This is the official history of the overall operations of the Office of Scientific Research and Development. Many specialized volumes are promised about OSRD, but this presents the general picture. Dr. Baxter has produced an excellent volume. It is "must" reading for any who really wish to understand World War II; for, as the author rightly observes, "The man in the laboratory and the man in the pilot plant touched almost every phase of operations in the struggle against Germany, Italy and Japan. They transformed tactics and powerfully affected strategy." It is a dramatic and inspiring story. It covers a variety of subjects: from radar through proximity fuzes, rockets, the Weasel, poison gas, penicillin, rodenticides—to the atomic bomb. Dr. Baxter gives many credits to Army research, but there will be many who will say that the story is slanted in favor of OSRD. This is almost inevitable in any official history.

If ever a computation can be made we can be almost certain that the atomic bomb that flattened Hiroshima will have created more books and pamphlets than it did casualties on that fateful August Monday morning. And none will be better than William L. Laurence's *Dawn Over Zero: The Story of the Atomic Bomb* (Knopf, \$3). Laurence writes from deep understanding and with astonishing clarity. This volume should clearly establish him as a scientific writer without peer in America. The War Department gave him unique facilities for research and observation. He was the only newspaperman permitted to watch the secret trial of the bomb in New Mexico, the only one to be present at the actual bombing of Nagasaki. He presents not only the narrative of the development and use of the atomic bomb but he gives an admirably clear discussion of the theory of atomic energy and an excellent analysis of the civilian uses of atomic energy. This is *the* book in its field.

A very competent scientific writer is Robert D. Potter who has written *The Atomic Revolution* (McBride, \$3.50). Compared with the work of Laurence this appears to be an atomic potboiler. Nor have the publishers given him much assistance, for they have produced one of the most miserably designed and worst printed books of the year. Proof that there cannot be much of a paper shortage is supplied by *We Dropped the A-Bomb* by Merle Miller and Abe Spitzer (Crowell, \$2). It gives the story of the crew of "The Great Artiste" and their reactions to the preparations and the actual bombing—best summed up by one remark: "I thought maybe the world had come to an end, and we'd caused it."

William Liscum Borden flew thirty missions over Europe as first pilot of a B-24 Liberator. Returning one night over the Channel his plane was almost hit by a V-2 rocket. This, he says, gave him "an emotional impetus" and started him off on some serious thinking. His commendable cogitations give us *There Will Be No Time: The Revolution in Strategy* (Macmillan, \$2.50). Since Borden believes that the winner of any next war will be the nation using atomic bombs in a surprise attack and since the American people would never be the first to attack (even if war was imminent) we must build up a vast intelligence and spy system "not in any way connected with our State Department." He argues for a unified Department of Defense, ocean bases and adequate numbers of professional soldiers. The book is both informative and stimulating.

The atomic bomb heralded a revolution in many fields and has provoked torrents of eloquence by those who are engaged most earnestly in the quest for world peace. Harrison Brown's *Must Destruction Be Our Destiny?* (Simon & Schuster, \$2) is a grim and cogent argument for an effective world government capable of controlling atomic energy. He persuades us that the United States can expect to retain no enduring monopoly of the atomic bomb and that we also can expect to contrive no specific defense against attack by atomic bombs or rockets. Mankind is bluntly presented with the problem of life or death; and destruction will be its destiny unless we sacrifice some of our national sovereignty to the building of a truly world government. Fremont Rider in *The Great Dilemma of World Organization* (Reynal & Hitchcock, \$1.50) has a low opinion of the prospects of the United Nations and ingeniously proposes a solution to one of the chief obstacles

to the formation of a world government. This hinges on the thorny problem of representation. He believes that the best way to allocate representation (hence votes and consequent power) is on the collective educational qualifications and achievements of the people of each nation, and that these educational achievements should be measured in terms of the number of years of schooling of each of its citizens. The world government would have one legislative body where decisions would be reached by simple majority vote. According to Rider's estimates (admittedly highly tentative) in such an assembly the United States would have 88 representatives, Russia 59, and the British Empire 49, and so forth. In contrast to the eloquence and originality of these two books is Louis Dolivet's *The United Nations* (Farrar, Straus, \$1.75). This admirably objective little book is an excellent handbook to the present new world organization, which is already so sprawling and littered with red tape that a trustworthy guide is indispensable.

## P I D NEWS LETTER

*Prepared by the staff of the  
Public Information Division,  
War Department Special Staff.*

### WAC Group Activities

Recent legislative proposals for the integration of the WAC into the Regular Army and Organized Reserve Corps have produced a revival of interest that is reflected in newspaper clippings that pour in daily, from WAC headquarters and organizations in the field, to the WAC Group, Public Information Division, War Department. Especially noteworthy has been the flow of editorial comment, predominantly favorable, on the subject of proposed WAC legislation. WAC participation in Army Week activities, and the observance of the fifth anniversary of the WAC were occasions for numerous press stories and radio programs. The appointment of a new Director brought additional publicity in the press. Within the Army, information on the WAC is disseminated to the field through Public Information Bulletins and Armed Forces Press Service.

If the legislative proposals to integrate the WAC into the

Regular Army and Organized Reserve Corps are approved, publicity and radio coverage during the integration period would stress service in the WAC as a stable and select career for high-caliber women. For a 90-day period after actual passage of the bill, integration would be limited to WAC personnel on duty who apply and qualify for Regular Army appointment. After the initial 90-day period, recruiting would be opened to civilian women.

The National Civilian Advisory Committee for the WAC, composed of twenty-four outstanding business and club women of the Nation, is invaluable in establishing civilian contacts. Its facilities are available to public information and recruiting officers. The Advisory Committee, appointed by the Chief of Staff, works in close liaison with the Office of the Director, Women's Army Corps, in disseminating War Department policies and views.

### **Summer Recess for "Campus Salute"**

"Campus Salute," a War Department-Mutual Broadcasting System program featuring the United States Army Band and Chorus, presented its final program of the season on 28 May, with the playing of a musical salute to New York University. The show will resume in the fall, coinciding with the reopening of colleges and universities.

A Certificate of Merit for outstanding service has been presented to "Campus Salute" by General Omar N. Bradley, Director of the Veterans Administration. Captain Gerald Tate, PID Radio-Television Section, writer and director of the production, accepted the citation on behalf of the cast.

An historical program entitled "This Week in History" is tentatively scheduled as a summer replacement for "Campus Salute." Incorporated into the script will be odd, interesting, and unusual events from the chronicles of the United States Army. The United States Army Band and Chorus, under the direction of Captain Hugh Curry, again will be spotlighted.



### **Women's Advisory Committee Conferences**

The nation-wide series of Women's Advisory Committee conferences, sponsored by the Women's Interests Unit, Public Information Division, War Department, will be resumed in the fall.



Regional conferences have already been held in many of the larger installations of the Second, Third, Fifth and Sixth Army areas, as follows: Second Army Area: Fort Meade, Maryland; Fort Hayes, Ohio; and Fort Knox, Kentucky. Third Army Area: Memphis, Tennessee; Fort McPherson, Georgia; and Fort Bragg, North Carolina. Fifth Army Area: Chicago, Illinois; Camp McCoy, Wisconsin; Fort Leavenworth, Kansas; and Denver, Colorado. Sixth Army Area: Fort Douglas, Utah; Fort Lawton, Washington; Presidio of San Francisco, California; and Los Angeles, California.

The nation-wide circuit will be completed in early fall, with conference dates and locations in the First and Fourth Army Areas to be announced.

## **TROOP I&E NEWS LETTER**

*Prepared by the staff of the  
Troop Information and Educa-  
tion Division, War Department  
Special Staff.*

## **INFORMATION**

### **Integrated Training Program**

War Department Pamphlet 20-22, "Integrated Troop Information Program," recently distributed, concerns the presentation of troop information and education subjects listed in the Replacement Training Center training directive for troops in the overseas replacement system. The pamphlet specifies the TI&E subjects to be given in Replacement Training Centers, Personnel Centers, and aboard Army transports, in order to prevent any duplication in presentation of subject matter of *Army Talks*, radio transcriptions, and motion pictures.

### **Editor's Manual**

A revised edition of the Armed Forces Press Service *Newspaper Editor's Manual* is scheduled for distribution.

### Poster Art

Besides proving invaluable in attitude development, troop information and education posters are achieving a reputation as works of art. Subject area and general composition are evaluated by a group of TI&E officers headed by Colonel David E. Liston, Chief, Army Information Branch. Final art work is executed by Stanley Dersh, commercial artist and former sergeant in the New York Branch. A poster series highlighting the Bill of Rights is in preparation. Posters recently issued include:

*Linked for Security*—21-9. Suitable for permanent display in Army, Navy, and Marine Corps units.

*Future Leaders—Work With Them*—21-11. Designed especially for occupation troops.

*Liberty Is Everybody's Business*—21-12. A Fourth of July poster of such impact that Army Ground Forces distributed 700 extra copies, in addition to the Army-wide distribution of 36,800 copies.

### Services Available to TI&E Officers

Troop information and education officers may now obtain the following services, upon request, from the Government Information Service, Washington 25, D. C.

1. *Library Letter*: Issued irregularly throughout the year, listing: (a) selected publications of current interest which may be procured free of charge from the Government Information Service, (b) selected publications of various Government agencies which may be obtained without charge, direct from the agencies, and (c) selected publications of the Government Printing Office, which may be procured for a nominal charge.

2. *Library Packet*: Contains publications and posters on a wide scope of topics of national and international interest; sent free upon request.

3. *Special subject area requests*. Current data on special subjects assigned or discussed by particular groups will be sent free upon request to TI&E officers.

Troop information and education officers may be placed on routine distribution to receive the Letter and the Packet automatically. Requests for any of the above services should be addressed to: Chief, Government Information Service, 1400 Pennsylvania Avenue, NW, Washington 25, D. C.

## EDUCATION

### Vocational Teaching Aid

Troop information and education officers conducting Army Education Program classes in vocational subjects will find TM 1-1000 a valuable source of information on the techniques of vocational teaching.

### Classes in Heavy Equipment Operation

One of the Army Education Centers in the Pacific theater specializes in training soldiers in the operation of engineering equipment, the *AEP Bulletin*, AFPAC reports. Classes are given in the operation and maintenance of bulldozers, graders, rock crushers, air compressors, shovels and drag lines. The classes include an hour of theoretical instruction and an hour of maintenance daily, in addition to the actual operation of the equipment during the three-week course.

### Branch Chief Attends Pacific Theater Conference

Colonel Walter E. Sewell, Chief, Army Education Branch, recently completed an inspection tour of troop information and education activities in the Pacific theater.

At a conference for troop information and education officers, held in Tokyo during the latter part of April, conditions, policies, and problems of the Army Education Program were discussed, and agreement was reached for providing increased educational opportunities for the troops.

Representing the various commands were: Colonel W. E. Sewell, War Department; Colonel W. J. Niederpruem, TI&E Officer, General Headquarters, Far East Command; Lt. Col. Floyd Goates, TI&E Officer, Eighth Army; Major William E. Potts, TI&E Officer, U. S. Armed Forces in Korea; Colonel Wilmer Phillips, TI&E Officer, Philrycom; Major Ernest A. Saltee, TI&E Officer, Marbo; Mr. Henry Moss, Program Director and Educational Adviser, FEAF, and Major Arthur L. Huff, TI&E Officer, Fifth Air Force.

Colonel Sewell outlined projects now in work by the Troop Information and Education Division. The need for closer integration of AEP Education Center activities and USAFI was emphasized.

### Off-Duty Education Enrollments

A USAFI report for the first quarter of 1947 shows the following total current active enrollments:

	<i>Army</i>	<i>Navy</i>	<i>Total</i>
USAFI Correspondence Courses .....	37,056	26,484	63,540
USAFI Self-Study Courses .....	30,145	5,100	35,245
University Extension Corr. Courses .....	24,788	21,805	46,593
<b>TOTALS .....</b>	<b>91,989</b>	<b>53,389</b>	<b>145,378</b>

New enrollments for the first quarter of 1947, including transfers from overseas branches:

	<i>Army</i>	<i>Navy</i>	<i>Total</i>
USAFI Correspondence Courses .....	5,653	3,429	9,082
USAFI Self-Study Courses .....	6,131	1,192	7,323
University Extension Corr. Courses .....	717	308	1,025
<b>TOTALS .....</b>	<b>12,501</b>	<b>4,929</b>	<b>17,430</b>

In addition, reports for the first quarter of 1947 reveal that more than 50,000 members of the Army are enrolled in off-duty classes in Army Education Centers throughout the world.

### Memorandum on Extension Classes

War Department Memorandum 85-40-1, 7 May 1947, sets forth in detail the War Department policy for off-duty extension group study classes of the Army Education Program in the zone of interior.

The new memorandum has been distributed to War Department General and Special Staff Divisions, Army Air Forces, Army Ground Forces, all Armies in the zone of interior, Military District of Washington, Administrative and Technical Services, and Class I, II, and III installations. (See paragraphs 6a and 6c, AR 310-20.) Troop I&E officers are advised to familiarize themselves with provisions of this memorandum.

## RADIO REVIEW

### New Titles in AFRS Original Programs

*Fellowship*, a new series designed to foster understanding among men, presents a new production entitled "Shake Hands with Goldilocks," a story of the heroism of a member of an American bomber crew,

The *Pride of Unit* series, in "The Sound of Bugles," honors the 11th Airborne Division, dramatizing its activities from the time the volunteers arrived at Camp Mackall, North Carolina, in February 1943 until the fighting was over.

### **Educational Radio Programs**

The following programs, in the series indicated, will be issued during July:

*This Is The Story*

Belgium (Belgium's Struggle for Freedom, from Caesar's Conquest through World War II)

By My Spirit (The Heroism of Three Hospitalized Veterans)

The Man with Green Fingers (America's Great Horticulturist, Luther Burbank)

*Science Magazine of the Air*

Alcoholism: (Some Causes of Alcoholism, and an Account of Alcoholics Anonymous)

*From The Bookshelf of The World*

The Taming of the Shrew (by William Shakespeare)

Huckleberry Finn (by Mark Twain)

Lincoln: The Prairie Years (by Carl Sandburg)

*Heard at Home:* At least four programs selected from the following major forums and roundtable series will be issued: People's Platform, American Forum of the Air, America's Town Meeting of the Air, University of Chicago Roundtable and Our Foreign Policy.

### **Transcription Library Service**

The following program has been added to the AFRS Transcription Library Service:

*Portrait of an American*—H-41-139. The story of Nathan Hale, patriot and soldier.

### **Radio Program Distribution**

AFRS original programs and Educational Radio programs are shipped as part of the Basic Information Library. These transcriptions are distributed to each Armed Forces Radio Service outlet overseas, and to selected Army and Navy hospitals in the zone of interior, for the use of station operators and troop information and education officers, as needed.

Transcriptions of AFRS original programs, including titles

in the *Fellowship* and *Pride of Unit* series, may be borrowed by units overseas on request to the nearest AFRS station.

Selected Educational Radio programs, including titles in *This is the Story*, *Science Magazine of the Air*, and *From the Bookshelf of the World*, are available in continental United States as part of the Transcription Library Service, maintained at Signal Corps Film Libraries. See March issue, *ARMY INFORMATION DIGEST*, pages 61-63, for a list of Signal Corps Film Libraries from which Transcription Library Service subjects may be borrowed.

## FILM REVIEW

### Educational Film Series Discontinued

The Educational Film series has been discontinued. All future TI&E productions will be designated OF (War Information Film) or ANSM (Army-Navy Screen Magazine). The following current Educational Film titles continue to be available at Signal Corps Film Libraries: *It's Your America*—EF-5; *Don't Be a Sucker*—EF-6; *Don't Be a Sucker* (short Paramount version)—EF-10.

## DIGEST OF LEGISLATION

*Prepared by the Legislative and  
Liaison Division, War Depart-  
ment Special Staff.*

### 1. *Dependency Allowances (Public Law 55—80th Congress.)*

This law, approved 15 May 1947, legalizes dependency allowances to servicemen whose marriages have been adjudged void from inception. Heretofore, under the decisions of the Comptroller General, allowances made to servicemen for dependent wives where the marriage was adjudged void, were required to be repaid. This resulted in penalizing certain servicemen who entered into marriage in good faith; it required those whose marriages had subsequently been adjudged void to repay allowances for rations and quarters previously granted to them at rates prescribed for personnel with dependents.

This law contains a safeguard to prevent fraud against the Government by requiring that (1) there be a decree by court of competent jurisdiction setting aside the marriage or (2)



a finding of such court, or by the head of the Department concerned, that the serviceman acted in good faith in entering into the marriage relation, before he can be relieved from obligation to the Government to repay the allowances in question.

2. *Under Secretary of War (Public Law 57—80th Congress.)*

This law, approved 15 May 1947, establishes permanently the offices of Under Secretary of War and Under Secretary of the Navy. Heretofore, the office of Under Secretary of the Navy terminated at the end of the National Emergency, and the Office of Under Secretary of War was authorized during the continuance of the present war, and for six months after the termination thereof, or until such earlier time as the Congress by concurrent resolution or the President may designate.

3. *Medals and Decorations (Public Law 58—80th Congress.)*

This law amends Section 1 of the Act of 20 July 1942 (56 Stat. 662) so as to authorize officers and enlisted men to accept decorations, medals, and emblems from the governments of neutral nations, and to allow such personnel to wear permanently any foreign decorations which have been, or may be, bestowed pursuant to the provisions of that Act.

Under the Act of 20 July 1942, officers and enlisted men were authorized to accept decorations tendered them by governments of cobelligerent nations, neutral nations, or the other American Republics prior to that date, and the authority to accept such decorations remained in effect until one year after the termination of the present war. No authority existed under which such awards might be accepted by personnel of the armed forces who rendered service to neutral nations.

The wording of the original Act has been interpreted to include authority for the acceptance of only such medals and decorations as were awarded prior to 20 July 1942. This law, therefore, has a joint effect of permitting members of the armed services to accept decorations from neutral nations, and of clarifying the Act of 20 July 1942, so as to permit officers and enlisted men to accept such decorations awarded subsequent to 20 July 1942.

4. *Clarifying Time of Appointment of Regular Army Officers (Public Law 61—80th Congress.)*

This law clarifies present law governing the appointment of additional officers in the Regular Army. The law does not in any way increase Army promotions or result in additional Army officers. It removes any question as to the meaning

of "time of appointment" by (1) establishing the date of nomination by the President, if the Senate is in session, as the base date for promotional and permanent rank purposes and (2) if the Senate is in recess, the base date is considered to be the date of recess appointment by the President.

5. *Settlement of Accounts of Fiscal Officers (Public Law 72—80th Congress.)*

This law limits the time within which the General Accounting Office shall make final settlement of accounts of fiscal officers. It requires the General Accounting Office to issue a certificate of settlement of any accounts of disbursing officers under the executive branch of the Government within a period of three years, such settlement to be final and conclusive after three years from the end of the period covered by it, except as to fraud or criminality on the part of the disbursing officers.

6. *Assistance to Greece and Turkey (Public Law 75—80th Congress.)*

Authorizes \$400,000,000 to enable the President to furnish aid to Greece and Turkey, upon request of their governments, and upon terms and conditions determined by him: (1) by rendering financial aid in the form of loans, credits, grants, or otherwise; (2) by detailing Government employees to assist those countries; (3) by detailing a limited number of members of the military services of the United States to assist those countries, in an advisory capacity only, and (4) by providing for (A) the transfer to, and the procurement for and transfer to, those countries of any articles, services and information and (B) instruction and training of personnel of those countries. Pending the appropriation of the \$400,000,000 provided for, the Reconstruction Finance Corporation may advance not exceeding \$100,000,000 in manner and amounts to be determined by the President, these advances to be repaid from later appropriations. Assistance is contingent upon agreement by Greece and Turkey (1) to permit free access of United States Government officials for the purpose of observing whether or not the assistance is utilized effectively and in accordance with undertakings of the recipient government; (2) to permit representatives of the press and radio of the United States to observe freely and report fully regarding the utilization of such assistance; and certain other conditions relating to security of any article, service or information and the agreement to give full publicity as to the purpose and source of this assistance.